



Navodaya Shaikshanik Sanstha, Dhule's

Uttamrao Patil Arts & Science College,

Dahiwel, Tal. - Sakri, Dist. - Dhule- 424 304 (M.S.)

Out ward No.- UPCD/24-25

Date :

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Sr. no.	List of the documents	Page no/file
1	Report	2-3
2	Academic Calendar	https://upcdahivel.ac.in/academic-calendar/
3	Teaching Plan	https://upcdahivel.ac.in/teaching-plan/
4	Time Table	https://upcdahivel.ac.in/timetable/
5	Internal Exam	https://upcdahivel.ac.in/examinations/
6	Exam committee minutes and Grievances	https://upcdahivel.ac.in/committees/

Ireshaikhad

IQAC Coordinator
NSS Dhule's Uttamrao Patil Arts &
Science College Dahiwel, Dhule



Stina

PRINCIPAL
Uttamrao Patil Arts & Sci. College
Dahiwel, Tal Sakri, Dist. Dhule.



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Out ward No.- UPCD/

1.1.1: The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

The institute offers quality education in arts and science streams at the graduate level to tribal and rural students. The institute is affiliated with KBCNM University Jalgaon, and the syllabi prescribed by the university have been implemented. Teachers and Members of BoS participate in syllabi framing. Within these established academic structures, the institute attempts to implement and enrich curricular planning and deliver it effectively providing holistic development to its students. Academic processes are streamlined with the help of Academic Calendar, College Academic Plans, Time Tables, Teaching plans and Diaries. The teachers conduct Bridge courses providing awareness about faculty and teachers for 1st year students.

A staff meeting is called to prepare a teaching plan and organise bridge courses and remedial coaching. The syllabus for the subjects taught is available on the college website. The teaching plan is prepared according to the academic calendar. Teachers track their progress of teaching-learning records in teaching diaries. Internal exams, practical and co-curricular, and extension activities are arranged within the stipulated time. Fast and slow learners are approached differently. Highly qualified teachers use ICT facilities to enrich teaching-learning. Suggestions on curriculum received from students directly or through feedback forms are considered in IQAC meetings. An attempt is made to enrich teaching-learning with student-centric, participative, and experiential learning. Value-based extension activities develop students' other abilities. Students are encouraged to participate in curricular, co-curricular, and extension activities. Through effective implementation, an attempt is made to achieve program outcomes with the alignment of the vision and mission of the institute.

The teachers of the college regularly and continuously update their knowledge through active involvement in Research and Faculty Development Programs. They are also members of various bodies of the University like BOS and other academic bodies contributing to

curriculum reviews, assessment and evaluation. ICT provides a perfect Complement to our curricular planning, implementation and intellectual teaching. The college provides optimum infrastructure for the students, making it possible for them to engage in an appropriate teaching and learning process. The time table committee prepare Time Tables in the beginning of the semester and all the faculty members strictly adhere to their individual time tables for effective implementation and smooth functioning of class work without any hindrance. All departments are strictly advised to plan for the conduct of Unit Tests, University Internal Examinations and other co-curricular activities Departmental reports pertaining to examinations and attendance of students are collected at the end of each semester and the progress of the students is analyzed. Based on the departmental reports, the students are categorized into slow learners and advanced learners.

The college also facilitates an amalgamation of academic and mental health of our students through the mentor-mentee system where each student is assigned a faculty mentor for academic and extra-academic guidance. The academic and other issues faced by students are suitably addressed through interactions and meetings offered by teachers with students as well as their parents. Our institution follows an empathetic approach trying to raise the consciousness of our students about how gender-based inequalities, neglect of environmental concerns and lack of ethics hamper an individual's growth.

Prashantkhad
IQAC Coordinator
NSS Dhule's Uttamrao Patil Arts &
Science College Dahivel, Dhule



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